

Spiritual

The spiritual development of pupils is shown by their:

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values; 	<ul style="list-style-type: none"> Morning meetings – discuss experiences/recent news stories.
<ul style="list-style-type: none"> sense of enjoyment and fascination in learning about themselves, others and the world around them; 	<ul style="list-style-type: none"> Trips relating to topic to learn about the world around them. Choose a variety of reading texts to explore. Science/topic – well-planned lessons to encourage a love of discovering more to learn about the world before and currently around them.
<ul style="list-style-type: none"> use of imagination and creativity in their learning; 	<ul style="list-style-type: none"> Plan writing to encourage the use of imagination. Link to texts to assist with this and praise through publishing on Pobble. Children given choices when writing – more independence in the genre as long as it is for the same purpose.
<ul style="list-style-type: none"> willingness to reflect on their experiences. 	<ul style="list-style-type: none"> Brain Smart Start – Celebrations. Reflection built into behaviour policy and used for those children who complete Steps.

Moral

The moral development of pupils is shown by their:

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; 	<ul style="list-style-type: none"> Built into behaviour policy which is followed. Cadet programme run by the community PCSOs. When conducting class votes, discuss the legality of these within our justice system.
<ul style="list-style-type: none"> understanding of the consequences of their behaviour and actions; 	<ul style="list-style-type: none"> Behaviour policy.
<ul style="list-style-type: none"> interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> Links to science/history? Ideas?

Social

The social development of pupils is shown by their:

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; 	<ul style="list-style-type: none"> • Young Mathematicians Award. • Story SLAM. • Kagan structures encourage social interaction and cooperative learning opportunities.
<ul style="list-style-type: none"> • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; 	<ul style="list-style-type: none"> • Revision/homework club. • Variety of clubs through school many attend and compete with. • Cadet programme.
<ul style="list-style-type: none"> • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> • Discuss democracy when class votes for competition winners etc. E.g. Story SLAM.

Cultural

The cultural development of pupils is shown by their:

	Evidence where this is taught in the Curriculum:
<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others v understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; 	<ul style="list-style-type: none"> • Plan topics that are relevant to understanding heritage and how the world has changed and helped shape modern Britain, i.e. Victorians: discuss the end of slavery, the British Empire, Education acts. - World War Two study. • Visits/visitors/experts to share with children. i.e. Daniel Tam talking to Yr6 about Chinese New Year.
<ul style="list-style-type: none"> • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; 	<ul style="list-style-type: none"> • Children given opportunities to vote for competition winners etc. Reinforce the importance of democracy as a British Value.
<ul style="list-style-type: none"> • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; 	<ul style="list-style-type: none"> • School provides lots of out-of-school clubs with a good year group participation rate. • Successes shared in celebration sessions in Brain Smart Start. • End of year production.

- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

- Children are provided with the opportunity to discuss differences in morning meetings/PSHE/when issues arise.
- Visits/visitors to talk about a range of subjects.